2018

Accountability Plan

UNIVERSITY OF SOUTH FLORIDA TAMPA

STATE UNIVERSITY SYSTEM *of* FLORIDA

Board of Governors

INTRODUCTION

This is a new report that combines the previous Annual Accountability Report and University Work Plans into one new document that is more closely aligned with the Board of Governors' 2025 System Strategic Plan.

This revised document will enhance the System's commitment to accountability and strategic planning by enabling comparisons between past goals and actual data to better assess performance. This change will help foster greater coordination between institutional administrators, University Boards of Trustees and the Board of Governors.

Once an Accountability Plan is approved by each institution's respective Boards of Trustees, the Board of Governors will review and consider the plan for potential acceptance of 2016-17 components. Longer-term components will inform future agendas of the Board's Strategic Planning Committee. The Board's acceptance of a work plan does not constitute approval of any particular component, nor does it supersede any necessary approval processes that may be required for each component.

TABLE OF CONTENTS

1. **STRATEGY**
    a. Mission & Vision Statements, p. 3
    b. Statement of Strategy, p. 4
    c. Strengths and Opportunities, p. 5
    d. Key Initiatives & Investments, p. 6-8
    e. Key Achievements for Last Year, p. 9-10

2. **PERFORMANCE BASED FUNDING METRICS,** p. 11-12

3. **PREEMINENT RESEARCH UNIVERSITY METRICS,** p. 13-15

4. **KEY PERFORMANCE INDICATORS**
    a. Teaching & Learning, p. 16-18
    b. Scholarship, Research and Innovation, p. 18-19
    c. Institution Specific Goals, p. 20

5. **ENROLLMENT PLANNING**, p. 21-22

6. **ACADEMIC PROGRAM COORDINATION**, p. 23

7. **DEFINITIONS**, p.24-29

MISSION STATEMENT (What is your purpose?)

The University of South Florida Tampa's mission is to deliver competitive undergraduate, graduate, and professional programs, and to generate knowledge, foster intellectual development, and ensure student success in a global environment.

VISION STATEMENT (What do you aspire to?)

The University of South Florida Tampa is a global research university dedicated to student success and positioned for membership in the Association of American Universities (AAU).

As Florida's leading metropolitan research university, USF Tampa is dedicated to:

- Student access, learning, and success through a vibrant interdisciplinary, and learner-centered research environment incorporating a global curriculum.
- Research and scientific discovery to strengthen the economy, promote civic culture and the arts, and design and build sustainable communities through the generation, dissemination, and translation of new knowledge across all academic and health-related disciplines.
- Partnerships to build significant, locally- and globally-integrated university-community collaborations through sound scholarly and artistic activities and technological innovation.
- A sustainable economic base to support USF Tampa's continued academic advancement.

STATEMENT OF STRATEGY (How will you get there?)

Given your mission, vision, strengths and available resources, provide a brief description of your market and your strategy for addressing and leading it.

The University of South Florida Tampa is classified as both a Doctoral University with "Highest Research Activity" and as a "Community Engaged" institution by the Carnegie Classification of Institutions of Higher Education. USF Tampa's institutional vision centers on three core stratum, including a continued and holistic commitment to student success, unwavering dedication to research and innovation, and the maintenance of partnerships at the regional, national, and global levels. Over the past year, USF Tampa has continued on its mission to establish a profile consistent with membership in the Association of American Universities (AAU) by situating itself as one of Florida's premiere destination universities and attracting students and faculty of the highest caliber. Since being designated as an emerging preeminent institution, USF Tampa remains driven by a commitment to accountability and a strategy informed both by the State University System of Florida Board of Governors' (BOG) Strategic Plan and by benchmark analyses of current and aspirational peers.

Over the past decade, emphasis on student success continues to be a key focus. This includes strategic intervention at every level, from retention rates to workforce preparedness initiatives. Aligning with Governor Scott's *Finish in Four and Save More*, USF Tampa's student success initiatives are raising 4-year graduation rates through strategic and timely interventions and support. Equally important is USF Tampa's holistic commitment to student health and wellness. As a result, retention and graduation rates have continued to rise, with USF Tampa being a leader in the SUS in percentage of students employed or continuing their education one year after graduation and in percentage of students earning a degree in an area of strategic emphasis. USF Tampa's steadfast commitment to student success is also made evident by recent recognition by the *Education Trust*, which designated USF Tampa the No. 1 public university in the nation for Latino student success and No. 6 in the nation (No. 1 in Florida) for black student success. USF Tampa has been met with similar success in its endeavors to close graduation gaps by race, ethnicity and socioeconomic status.

USF Tampa is also working to meet growing workforce needs in healthcare through the establishment of strategic partnerships. The Morsani College of Medicine increasingly strong student cohorts place it in the top quintile of all medical schools in the country, and the addition of the USF Heart Health Institute has reinforced USF Tampa's mission to create knowledge, discover solutions to global problems, and prepare students to serve the needs of society. Located in downtown Tampa and led by Dr. Sam Wickline, the Heart Institute is part of the redevelopment of the Channelside District. The new facility has already begun to create opportunities for innovative research, education, and healthcare collaborations between health professionals through Tampa's metropolitan core and at USF Tampa's main teaching hospital, Tampa General Hospital.

As 5th in the nation among public universities and 11th world-wide for granted U.S. patents, USF Tampa is deeply committed to creating an environment hospitable of innovative opportunities to create strategic partnerships and promote social change. The USF Tampa Bay Technology Incubator is a prime example and home to over 77 companies, $123.3 million in total external funding, and has created over 359 jobs to date. USF Tampa generated $505.9 million in total research expenditures.

STRENGTHS AND OPPORTUNITIES *(within 3 years)*

What are your core capabilities, opportunities and challenges for improvement?

USF Tampa prides itself in its ability to adapt quickly to the evolving needs of its students, the Tampa Bay Region, and the State of Florida. A prime example of USF Tampa's continued commitment to seeking new and innovative opportunities is the use of predictive analytics to successfully identify students in need of additional support from the university's interdisciplinary Student Care Team. By reviewing real-time, individual student data, USF Tampa can preemptively engage with students long before impacting their path to graduation. Equally important is USF Tampa's commitment to providing students with a career-readiness model with an emphasis on life-long success. USF Tampa's recent partnerships will continue to offer students accessible pathways to success.

As a global research university situated in a major metropolitan area, USF Tampa is home to world-class faculty and students who are engaged in groundbreaking, high-impact research that aims to address society's most pervasive problems and create a growing economy for Tampa Bay, the state, and the nation. This commitment allows USF Tampa to be one of the most productive research universities in Florida, and has led to the development of new and fruitful ventures including the USF Health Heart Institute as well as the Department of Medical Engineering.

KEY INITIATIVES & INVESTMENTS *(within 3 years)*

Describe your top three key initiatives for the next three years that will drive improvement in Academic Quality, Operational Efficiency, and Return on Investment.

1. **Graduate well-educated, highly-skilled, and adaptable global citizens through a continued commitment to the life-long success of our students.**

   The University of South Florida Tampa continues to provide access to high-quality, globally informed academic programs and experiential learning opportunities in a sustained effort to enhance student success. Students are exposed to multi-level research opportunities and a career-readiness model that focuses on providing them with professional experience and clear pathways from curriculum to career. To promote timely graduation, the Finish in Four (FIF) initiative delivers added support to students by providing a four-year degree plan, which helps them avoid excess hours.

   USF Tampa has established itself as a national model of student success by employing a holistic approach through the use of predictive analytics (such as Civitas Learning software) and proactive advising, which allows university officials to better understand student decision making practices and to intervene when necessary. Programs like the collaborative MWell4Success ensure the best services are in place to increase USF Tampa's capacity to meet the mental health needs of its students. Additionally, Archivum, which is home to a suite of applications and programs that support the university's academic and business processes, provides an online platform for faculty and staff to complete tasks and processes as efficiently as possible. The combined effort has resulted in a rise in USF Tampa's graduation and retention rates, as well as elimination of the achievement gap by socioeconomic status.

   In an increased effort to increase access to higher education and reduce student debt, the Textbook Affordability Project (TAP) endeavors not only to promote awareness of textbook affordability issues, but also to provide solutions to make course materials accessible and affordable. Similarly, the FUSE program—an enhanced transfer agreement between the USF System and eight Florida College System partners—promotes further access by offering guaranteed admission to USF, provided students complete specific requirements for their major. Institutions Greater course mobility as well as technology- and media-rich online delivery has further increased student success through engaged learning, and USF's expanded portfolio of online offerings has resulted in the creation of a workforce prepared for high-skill, high-wage jobs with the businesses that drive today's economy.

   Additional workforce development initiatives, such as USF Tampa's partnership with technology talent development company Revature and the initiation of the Corporate Mentorship Program in the Muma College of Business, provide pathways for students enhance their skill sets and transition smoothly into high-demand, high-paying fields. Finally, Handshake—a cutting-edge technology platform designed connect university students with potential employers—enables USF to provide its students and alumni with access to internship and employment opportunities across the globe.

2. Produce high-impact research and innovation that will change lives, improve health, solve global problems, foster sustainable development, and invoke positive societal change.

New faculty positions are strategically distributed across campus in a continued effort to recruit and retain world-class, research-productive talent and to advance the profile of USF Tampa. This continuous effort serves to both strengthen USF Tampa's reputation as a destination university, and improve the faculty-to-student ratio. One such hire is National Academy of Sciences Member Charles Stanish, who joined USF Tampa in 2017. Dr. Stanish has worked extensively in South America to conduct archaeological research. He is executive director of the Institute for the Advanced Study of Culture and the Environment at USF.

In addition to recruiting research-productive faculty members, USF Tampa continues to place a high priority on undergraduate research—a critical part of the USF Tampa educational experience, and a proven benefit that provides students with a deeper understanding of their discipline, experience in working collaboratively across disciplines, applied knowledge, and critical in-demand skills including problem solving and communication.

In keeping with the USF System Research Strategic Plan, the new USF Health Heart Institute at the Morsani College of Medicine brings together a critical mass of basic science and clinical researchers to address unmet medical needs related to cardiovascular disease. Led by Dr. Sam Wickline, the Heart Institute reinforces USF Tampa's mission to create knowledge, discover solutions to global problems, and prepare students to serve the needs of society. USF's recently established Department of Medical Engineering, led by faculty from both the College of Engineering and the Morsani College of Medicine, further fosters innovative solutions that save lives and improve the quality of healthcare for all.

In keeping with the USF System Research Strategic Plan, the new USF Health Heart Institute at the Morsani College of Medicine brings together a critical mass of basic science and clinical researchers to address unmet medical needs related to cardiovascular disease. Led by Dr. Sam Wickline, the Heart Institute reinforces USF's mission to create knowledge, discover solutions to global problems, and prepare students to serve the needs of society. USF's recently established Department of Medical Engineering, led by faculty from both the College of Engineering and the Morsani College of Medicine, further fosters innovative solutions that save lives and improve the quality of healthcare for all.

3. Create new partnerships, seek new efficiencies, and cultivate opportunities that will maintain USF's position as a highly effective economic engine for Florida.

Classified as a "Community Engaged" institution by the Carnegie Classification of Institutions of Higher Education, USF Tampa continues to cultivate new economic opportunities. To better facilitate working relationships with corporate partners, USF Tampa recently launched the Office of Corporate Partnerships at the USF Research Park in Tampa. The office will expand on USF's strong history of partnering with leading employers in the Tampa Bay Region, and will advance the local economy by growing the workforce and promoting collaborative problem solving.

Steadfast in its commitment to establish meaningful partnerships throughout the community, USF Tampa opened The Village in fall of 2017. As the largest campus housing project in USF history and the largest public-private partnership in the history of the SUS, The Village is a new student living and learning district that will grow to accommodate 2,000 more on-campus students with direct access to wellness facilities, study halls, new dining options, and a Publix supermarket. The Village will enhance the student experience at USF Tampa, and create an environment where students can live and learn most effectively.

Key Achievements for 2016-17

STUDENT ACHIEVEMENTS

1. USF Tampa was recognized by *The Education Trust* as number one in Florida and sixth in the nation for eliminating the completion gap between black and white students.
2. USF Tampa ranks as the nation's top performer in "Overall Student Success" among 1,100 public research and doctoral universities in the 2016 *Eduventures* Student Success Ratings.
3. USF Tampa is recognized as #1 by *The Chronicle of Higher Education* for Greatest Improvements in 6-year Graduation Rates among 4-year public colleges and universities.

FACULTY ACHIEVEMENTS

1. USF Tampa is ranked number one producer of Fulbright Scholars in the United States for 2016-2017 according to *The Chronicle of Higher Education.*
2. USF Tampa ranked 4th worldwide for organizations with the most AAAS Fellows named in 2016 for the third year in a row. As of 2017, USF had a total of 57 AAAS Fellows.
3. A neuroscientist at the USF Health Byrd Alzheimer's Institute and the USF College of Pharmacy developed an immunotherapeutic treatment to combat Alzheimer's disease and other neurological disorders.

PROGRAM ACHIEVEMENTS

1. The Morsani College of Medicine brought in its most selective incoming medical student cohort to date, with an average MCAT score of 514, placing it among the top of all medical schools in the country.
2. USF Tampa ranks in the top 50 among U.S. public institutions in the *Times Higher Education* (THE) and is listed as a top 50 public university in the most recently published *Top American Research Universities* (TARU) report.
3. USF Tampa was ranked in the top 20 among the "Best Universities for Technology Transfer, 2017" by the prestigious Milken Institute.

RESEARCH ACHIEVEMENTS

1. With $506 million in total research expenditures, USF Tampa ranks 46th in the nation among all universities in the US according to the National Science Foundation.
2. USF Tampa ranks 46th in the U.S. for total research expenditures, among **all** U.S. universities, public or private, by the National Science Foundation. This places USF in the top 7% among the 640 universities ranked (FY2016, most recent available).
3. USF Tampa was awarded a record $475.2 million in research contracts and grants in fiscal year 2017. According to the National Institutes of Health, every $1.00 in research funding brings in $2.21 in local economic growth. In FY2017, USF's $475.2 million **research funding alone** supported more than 5,900 jobs and generated over $1 billion in local economic growth.

INSTITUTIONAL ACHIEVEMENTS

1. USF Tampa was ranked #7 in the U.S. and #34 worldwide among public universities established in the "Golden Age" (1945-1966) according to *Times Higher Education* (THE).
2. USF Tampa was named one of the Top 100 Best Values in Public Colleges (#66 in-state, #27 out-of-state) by *Kiplinger's Personal Finance* for 2017.
3. USF Tampa reached $505.9 Million in total research expenditures in fiscal year 2016 according to the National Science Foundation HERD Survey.
4. According to the *Academic Ranking of World Universities* (ARWU), USF Tampa ranks among the top 300 of the best colleges and universities in the world.

PERFORMANCE BASED FUNDING METRICS

1. Percent of Bachelor's Graduates Enrolled or Employed ($25,000+)

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
ACTUAL	.	64.9	65.8	69.6	69.5	.	.	.	.
APPROVED GOALS	.	.	.	66.8	70.0	73.0	75.0	77.0	.
PROPOSED GOALS	.	.	.	.	.	70.5	71.5	72.5	73.0

2. Median Wages of Bachelor's Graduates Employed Full-time

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
ACTUAL	.	35,300	36,500	38,000	37,400	.	.	.	.
APPROVED GOALS	.	.	.	.	38,500	39,000	39,500	40,700	.
PROPOSED GOALS	.	.	.	.		38,000	39,000	40,000	40,700

3. Average Cost to the Student [Net Tuition & Fees per 120 Credit Hours for Resident Undergraduates]

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL									
APPROVED GOALS				Data Reported at the USF System level only.					
PROPOSED GOALS									

4. FTIC Four-Year Graduation Rate

	2009-13	2010-14	2011-15	2012-16	2013-17	2014-18	2015-19	2016-20	2017-21
ACTUAL Graduated Within USF System	42.9	44.6	51.4	55.2	59.8	.	.	.	.
ACTUAL Graduated Same Campus	42.7	44.3	50.9	54.2	59.6	.	.	.	.
APPROVED GOALS	.	.	.		56.0	59.0	62.0	65.0	.
PROPOSED GOALS	.	.	.	.	.	60.0	62.0	64.0	64.0

5. Academic Progress Rate [Second Year Retention Rate with At Least a 2.0 GPA]

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL Retained Within USF System	86.6	87.0	87.1	88.0	87.4	.	.	.	.
ACTUAL Retained Same Campus	86.4	86.7	85.6	87.9	87.3	.	.	.	.
APPROVED GOALS	.	.	.	86.5	88.0	89.0	90.0	90.0	.
PROPOSED GOALS	.	.	.	.	.	89.0	90.0	90.0	90.5

PERFORMANCE BASED FUNDING METRICS (CONTINUED)

6. Percentage of Bachelor's Degrees Awarded within Programs of Strategic Emphasis

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	51.7	53.5	56.6	62.0	64.4	.	.	.	.
APPROVED GOALS	.	.	.	57.0	62.0	62.0	63.0	63.0	.
PROPOSED GOALS	.	.	.	.	.	64.5	65.0	65.5	66.0

7. University Access Rate [Percent of Undergraduates with a Pell grant]

	FALL 2012	FALL 2013	FALL 2014	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020
ACTUAL	42.4	42.5	42.8	40.9	39.9	.	.	.	.
APPROVED GOALS	.	.	.	40.0	40.0	40.0	40.0	40.0	.
PROPOSED GOALS	.	.	.	.	.	40.0	40.0	40.0	40.0

8. Percentage of Graduate Degrees Awarded within Programs of Strategic Emphasis

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	71.5	71.5	76.3	78.0	78.6	.	.	.	.
APPROVED GOALS	.	.	.	76.3	78.0	78.0	78.0	78.0	.
PROPOSED GOALS	.	.	.	.	.	78.9	79.0	79.0	79.5

9. BOG Choice: Percent of Baccalaureate Degrees Awarded Without Excess Hours

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	56.6	62.8	65.1	75.5	78.4	.	.	.	.
APPROVED GOALS	.	.	.	67.5	77.0	78.0	79.0	80.0	.
PROPOSED GOALS	.	.	.	.	.	79.0	79.5	80.0	80.0

10. BOT Choice: Postdoctoral Appointees

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
ACTUAL	289	321	300	277	267	.	.	.	.
APPROVED GOALS	.	.	298	277	267	260	260	.	.
PROPOSED GOALS	.	.	.	.	.	260	260	260	260

PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS (for Tampa Only)

1a. Average GPA

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
ACTUAL	4.0	4.0	4.1	4.1	4.1	.	.	.	.
APPROVED GOALS	.	.	.	4.0	4.1	4.1	4.1	4.1	.
PROPOSED GOALS	.	.	.	.	.	4.1	4.1	4.1	4.1

1b. Average SAT Score

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
ACTUAL	1200	1197	1223	1226	1280	.	.	.	.
APPROVED GOALS	.	.	.	1220	1280	1282	1285	1290	.
PROPOSED GOALS	.	.	.	.	.	1282	1285	1290	1290

Note*: SAT scores reflect rescaling to new SAT standards (approved goals were based upon old standard).

2. Public University National Ranking [Top50 rankings based on BOG's official list of publications]

	2014	2015	2016	2017	2018	2019	2020	2021	2022
ACTUAL	1	3	4	4	4	.	.	.	.
APPROVED GOALS	.	.	.	3	5	5	5	5	.
PROPOSED GOALS	.	.	.	.	.	5	5	5	5

3. Freshman Retention Rate [Full-time students as reported to IPEDS]

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	89	89	88	90	90	.	.	.	.
APPROVED GOALS	.	.	.	90	91	92	93	93	.
PROPOSED GOALS	.	.	.	.	.	91	91	92	92

4. Six-year Graduation Rate [Full-time students as reported to IPEDS]

	2007-13	2008-14	2009-15	2010-16	2011-17	2012-18	2013-19	2014-20	2015-21
ACTUAL	63	67	68	67	71	.	.	.	.
APPROVED GOALS	.	.	.	66	71	73	75	77	.
PROPOSED GOALS	.	.	.	.	.	73	75	77	78

PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS (for Tampa Only)

5. National Academy Memberships

	2014	2015	2016	2017	2018	2019	2020	2021	2022
ACTUAL	6	9	8	11	13	.	.	.	.
APPROVED GOALS	.	.	.	9	10	10	10	10	.
PROPOSED GOALS	.	.	.	.	.	13	13	13	13

6. Science & Engineering Research Expenditures ($M)

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	$411	$438	$420	$448	$502	.	.	.	.
APPROVED GOALS	.	.	.	$421	$427	$434	$440	$447	.
PROPOSED GOALS	.	.	.	.	.	$503	$504	$505	$506

7. Non-Medical Science & Engineering Research Expenditures ($M)

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	$193	$239	$229	$229	$288	.	.	.	.
APPROVED GOALS	.	.	.	$230	$233	$237	$241	$245	.
PROPOSED GOALS	.	.	.	.	.	$289	$290	$291	$292

8. Number of Broad Disciplines Ranked in Top 100 for Research Expenditures

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
ACTUAL	5 of 8	7 of 8	7 of 8	7of 8	7 of 8	.	.	.	.
APPROVED GOALS	.	.	.	7 of 8	8 of 8	8 of 8	8 of 8	8 of 8	.
PROPOSED GOALS	.	.	.	.	.	8 of 8	8 of 8	8 of 8	8 of 8

PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS (for Tampa Only)

9. Utility Patents Awarded [over three calendar years]

	2011-13	2012-14	2013-15	2014-16	2015-17	2016-18	2017-19	2018-20	2019-21
ACTUAL	270	291	297	314	324	.	.	.	.
APPROVED GOALS	.	.	.	291	273	276	279	282	.
PROPOSED GOALS	.	.	.	.	.	325	325	325	325

10. Doctoral Degrees Awarded Annually

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	448	546	601	704	721	.	.	.	.
APPROVED GOALS	.	.	.	645	650	655	660	665	.
PROPOSED GOALS	.	.	.	.	.	725	730	735	740

11. Number of Post-Doctoral Appointees [note: statute requires a source with time lag]

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014 Official	Fall 2015	Fall 2016	Fall 2017	Fall 2018
ACTUAL	293	304	289	321	300	.	.	.	.
APPROVED GOALS	.	.	.	321	300	277	267	260	.
PROPOSED GOALS	.	.	.	.	.	277	267	260	260

12. Endowment Size ($Millions)

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	364	417	417	395	442	.	.	.	.
APPROVED GOALS	.	.	.	395	412	432	448	472	.
PROPOSED GOALS	.	.	.	.	.	450	465	485	500

KEY PERFORMANCE INDICATORS

Teaching & Learning Metrics (from the 2025 System Strategic Plan that are not included in the PBF section)

Public University National Ranking [Number of Top50 Rankings based on BOG's official list of publications]

	2014	2015	2016	2017	2018	2019	2020	2021	2022
ACTUAL	1	3	4	4	4	.	.	.	.
APPROVED GOALS	.	.	.	5	5	5	5	5	.
PROPOSED GOALS	.	.	.	.	.	5	5	5	5

Freshmen in Top 10% of High School Class

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
ACTUAL	38.8	33.6	36.3	35.1	37.1	.	.	.	.
APPROVED GOALS	.	.	.	35.0	35.0	36.0	36.0	36.0	.
PROPOSED GOALS	.	.	.	.	.	37.5	38.0	38.5	39.0

Professional Licensure & Certification Exam First-time Pass Rates

CALENDAR YEAR	2013	2014	2015	2016	2017	2018 GOALS	2019 GOALS	2020 GOALS	2021 GOALS
Nursing	91%	86%	90%	94%	93%	100%	100%	100%	100%
US Average	85%	85%	87%	85%	87%	.	.	.	.
Medicine (2Y)	96%	95%	96%	94%	92%	100%	100%	100%	100%
US Average	97%	96%	95%	96%	96%	.	.	.	.
Pharmacy	.	.	94%	91%	86%	100%	100%	100%	100%
US Average	95%	95%	93%	86%	88%	.	.	.	.
CROSS-YEAR	**2012-13**	**2013-14**	**2014-15**	**2015-16**	**2016-17**	**2018 GOALS**	**2019 GOALS**	**2020 GOALS**	**2021 GOALS**
Medicine (CK)	100%	98%	97%	99%	95%	100%	100%	100%	100%
US Average	98%	97%	95%	96%	96%	.	.	.	.
Medicine (CS)	99%	91%	96%	97%	96%	100%	100%	100%	100%
US Average	98%	96%	96%	97%	96%	.	.	.	.
MULTI-YEAR	**2011-13**	**2012-14**	**2013-15**	**2014-16**	**2015-17**	**2018 GOALS**	**2019 GOALS**	**2020 GOALS**	**2021 GOALS**
Physical Therapy	94%	97%	95%	94%	95%	100%	100%	100%	100%
US Average	89%	90%	91%	92%	92%	.	.	.	.

Exam Scores Relative to Benchmarks

Above or Tied	4	3	6	5	3	6	6	6	6
Below	1	2	0	1	3	0	0	0	0

Note: An asterisk (*) indicates the pass rate is preliminary.

KEY PERFORMANCE INDICATORS (CONTINUED)

Teaching & Learning Metrics

Time to Degree for FTICs in 120hr programs

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	5	4.9	4.8	4.3	4.2	.	.	.	.
APPROVED GOALS	.	.	.	4.7	4.5	4.3	4.1	4.1	.
PROPOSED GOALS	.	.	.	.	.	4.1	4.1	4.1	4.1

Six-Year FTIC Graduation Rates [includes full- & part-time students]

	2007-13	2008-14	2009-15	2010-16	2011-17	2012-18	2013-19	2014-20	2015-21
ACTUAL Graduated Within USF System	63.0	66.9	68.5	67.7	71.2	.	.	.	.
ACTUAL Graduated Same Campus	62.5	66.6	68.1	67.3	70.6	.	.	.	.
APPROVED GOALS	.	.	.	66.3	71.0	73.0	75.0	77.0	.
PROPOSED GOALS	.	.	.	.	.	73.0	75.0	77.0	78.0

Bachelor's Degrees Awarded [First Majors Only]

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	7617	8079	7991	7876	8101	.	.	.	.
APPROVED GOALS	.	.	.	7700	7900	7900	8000	8100	.
PROPOSED GOALS	.	.	.	.	.	8100	8150	8150	8200

Graduate Degrees Awarded [First Majors Only]

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	3007	3179	3501	3654	3914	.	.	.	.
APPROVED GOALS	.	.	.	3600	3675	3750	3800	3850	.
PROPOSED GOALS	.	.	.	.	.	3925	3930	3935	3940

Bachelor's Degrees Awarded to African-American & Hispanic Students

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	29	31	32	33	34	.	.	.	.
APPROVED GOALS	.	.	.	31	33	33	33	33	.
PROPOSED GOALS	.	.	.	.	.	34	34	34	34

KEY PERFORMANCE INDICATORS (CONTINUED)

Teaching & Learning Metrics

Percentage of Adult (Aged 25+) Undergraduates Enrolled

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
ACTUAL	21	21	20	19	19	.	.	.	.
APPROVED GOALS	.	.	.	20	19	18	17	18	.
PROPOSED GOALS	.	.	.	.	.	18	18	18	18

Percent of Undergraduate FTE in Online Courses

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	20	21	24	26	27	.	.	.	.
APPROVED GOALS	.	.	.	25.5	26.2	27.0	27.7	28.0	.
PROPOSED GOALS	.	.	.	.	.	27.5	28.7	29.8	30.8

Percent of Bachelor's Degrees in STEM & Health

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	36	37	42	46	48	.	.	.	.
APPROVED GOALS	.	.	.	44	46	46	47	47	.
PROPOSED GOALS	.	.	.	.	.	48	48	48	48

Percent of Graduate Degrees in STEM & Health

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	53	56	61	65	66	.	.	.	.
APPROVED GOALS	.	.	.	64	65	66	67	67	.
PROPOSED GOALS	.	.	.	.	.	66	67	67	67

Scholarship, Research and Innovation Metrics

National Academy Memberships

	2014	2015	2016	2017	2018	2019	2020	2021	2022
ACTUAL	6	7	8	11	13	.	.	.	.
APPROVED GOALS	.	.	.	10	10	10	10	10	.
PROPOSED GOALS	.	.	.	.	.	13	13	13	13

Faculty Awards

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
ACTUAL	10	7	8	8	13	.	.	.	.
APPROVED GOALS	.	.	.	7	8	9	10	11	.
PROPOSED GOALS	.	.	.	.	.	9	10	11	11

KEY PERFORMANCE INDICATORS (CONTINUED)

Scholarship, Research and Innovation Metrics

Total Research Expenditures ($M)

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	$459	$489	$485	$506	$558	.	.	.	.
APPROVED GOALS	.	.	.	$486	$501	$516	$531	$547	.
PROPOSED GOALS	.	.	.	.	.	$559	$560	$561	$562

Percentage of Research Expenditures Funded from External Sources

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	59	60	55	55	57	.	.	.	.
APPROVED GOALS	.	.	.	56	57	58	59	60	.
PROPOSED GOALS	.	.	.	.	.	58	59	60	60

Utility Patents Awarded [from the USPTO]

	2013	2014	2015	2016	2017	2018	2019	2020	2021
ACTUAL	98	110	90	114	120	.	.	.	.
APPROVED GOALS	.	.	.	.	69	93	117	72	.
PROPOSED GOALS	.	.	.	.	.	121	122	122	122

Number of Licenses/Options Executed Annually

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	75	91	119	133	122	.	.	.	.
APPROVED GOALS	.	.	119	120	121	122	123	.	.
PROPOSED GOALS	.	.	.	.	.	123	123	123	123

Number of Start-up Companies Created

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	9	11	11	9	10	.	.	.	.
APPROVED GOALS	.	.	8	8	9	10	11	.	.
PROPOSED GOALS	.	.	.	.	.	10	11	11	11

KEY PERFORMANCE INDICATORS *(CONTINUED)*

Institution Specific Goals

To further distinguish the university's distinctive mission, the university may choose to provide additional metric goals that are based on the university's own strategic plan.

1. Graduate Degrees in Areas of Strategic Emphasis

2012-13 ACTUAL	2013-14 ACTUAL	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 GOAL	2018-19 GOAL	2019-20 GOAL	2020-21 GOAL
2,150	2,274	2,670	2,850	3,076	*3,097*	*3,106*	*3,107*	*3,132*

2. Freshman in Top 10% of Graduating High School Class

Fall 2013 ACTUAL	Fall 2014 ACTUAL	Fall 2015 ACTUAL	Fall 2016 ACTUAL	Fall 2017 ACTUAL	Fall 2018 GOAL	Fall 2019 GOAL	Fall 2020 GOAL	Fall 2021 GOAL
39%	34%	36%	35%	37%	*37.5%*	*38.0%*	*38.5%*	*39.0%*

3. Percent of Course Sections Offered via Distance and Blended Learning

2012-13 ACTUAL	2013-14 ACTUAL	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 GOAL	2018-19 GOAL	2019-20 GOAL	2020-21 GOAL
10%	11%	12%	12%	14%	*15%*	*15%*	*15%*	*15%*

4. Total Research Expenditures

2012-13 ACTUAL	2013-14 ACTUAL	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 GOAL	2018-19 GOAL	2019-20 GOAL	2020-21 GOAL
$459	$489	$485	$506	$558	*$559*	*$560*	*$561*	*$562*

5. Federal Research Expenditures

2012-13 ACTUAL	2013-14 ACTUAL	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 GOAL	2018-19 GOAL	2019-20 GOAL	2020-21 GOAL
$225	$223	$218	$228	$250	*$251*	*$252*	*$253*	*$254*

ENROLLMENT PLANNING

Headcount Enrollment by Student Type *(for all students at all campuses)*

	FALL 2013 ACTUAL	FALL 2014 ACTUAL	FALL 2015 ACTUAL	FALL 2016 ACTUAL	FALL 2017 ACTUAL	FALL 2018 *PLAN*	FALL 2019 *PLAN*	FALL 2020 *PLAN*	FALL 2021 *PLAN*
UNDERGRADUATE									
FTIC (Regular Admit)	15,329	15,480	15,638	15,756	15,771	15,850	15,969	16,128	16,300
FTIC (Profile Admit)	143	184	186	187	190	193	196	198	201
FCS AA Transfers	7,397	7,195	7,095	7,295	7430	7,207	7,027	6,886	6,818
Other AA Transfers	1,218	1,171	1,104	1,052	1087	1,092	1,101	1,109	1,120
Post-Baccalaureates	0	805	764	735	748	755	763	770	776
Other Undergraduates	6,304	5,446	5,501	5,525	5693	5,558	5,579	5,645	5,675
Subtotal	**30,391**	**30,281**	**30,288**	**30,550**	**30,919**	**30,656**	**30,633**	**30,737**	**30,889**
GRADUATE									
Master's	6,126	6,300	6,446	6,568	6,976	7,011	7,063	7,134	7,205
Research Doctoral	2,294	2,226	2,229	2,333	2,443	2,453	2,463	2,473	2,482
Professional Doctoral	1,235	1,379	1,309	1,347	1,435	1,460	1,484	1,509	1,534
Subtotal	**9,655**	**9,905**	**9,984**	**10,248**	**10,854**	**10,923**	**11,010**	**11,115**	**11,222**
UNCLASSIFIED									
H.S. Dual Enrolled	42	14	24	31	31	31	31	31	31
Other[1]	1,615	1,865	1,895	2,095	1,871	1,930	1,972	2,006	2,044
Subtotal	**1,657**	**1,879**	**1,919**	**2,126**	**1,902**	**1,961**	**2,003**	**2,037**	**2,075**
TOTAL	**41,703**	**42,065**	**42,191**	**42,924**	**43,675**	**43,539**	**43,647**	**43,890**	**44,186**

Notes: This table reports the number of students enrolled at the university by student type categories. The student type for undergraduates is based on the Type of Student at Time of Most Recent Admission. The student type for graduates is based on the degree that is sought and the student CIP code. Unclassified refers to a student who has not yet been formally admitted into a degree program but is enrolled. (1) 'Other Unclassified' students include Post-Baccalaureates who are not seeking a degree.

ENROLLMENT PLANNING (CONTINUED)

FTE Enrollment by Residency & Student Level

	2012-13 ACTUAL	2013-14 ACTUAL	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 PLAN	2018-19 PLAN	2019-20 PLAN	2020-21 PLAN	2021-22 PLAN
RESIDENT										
LOWER	10,627	10,427	10,282	10,210	10,209	10,021	10,047	10,113	10,220	10,315
UPPER	16,260	15,897	15,554	15,452	15,005	15,397	15,292	15,014	14,803	14,715
GRAD I	4,277	4,266	4,199	3,997	3,785	3,878	3,958	3,997	4,037	4,078
GRAD II	1,290	1,264	1,277	1,198	1,217	1,267	1,329	1,339	1,353	1,366
TOTAL	**32,453**	**31,853**	**31,311**	**30,858**	**30,216**	**30,563**	**30,626**	**30,464**	**30,413**	**30,474**
NON-RESIDENT										
LOWER	1,058	1,284	1,501	1,766	1,866	1,842	1,787	1,798	1,817	1,834
UPPER	785	958	1184	1446	1647	1,840	1,554	1,526	1,504	1,495
GRAD I	1,037	1,336	1,631	1,953	2,112	2,088	2,068	2,089	2,109	2,131
GRAD II	843	853	880	935	1,016	1,123	1,073	1,081	1,092	1,103
TOTAL	**3,723**	**4,431**	**5,197**	**6,099**	**6,640**	**6,893**	**6,481**	**6,494**	**6,523**	**6,563**
TOTAL										
LOWER	11,685	11,710	11,783	11,976	12,075	11,863	11,834	11,912	12,037	12,149
UPPER	17,045	16,854	16,738	16,898	16,652	17,236	16,846	16,540	16,308	16,211
GRAD I	5,314	5,603	5,830	5,950	5,897	5,966	6,026	6,086	6,147	6,208
GRAD II	2,133	2,116	2,157	2,132	2,232	2,390	2,402	2,420	24,45	2,469
TOTAL	**36,176**	**36,284**	**36,508**	**36,957**	**36,856**	**37,456**	**37,108**	**36,958**	**36,936**	**37,037**

Note: Full-time Equivalent (FTE) student is a measure of all instructional activity (regardless of fundability) that is based on the number of credit hours that students enroll. FTE is based on the standard national definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. Pursuant to section 1013.31, Florida Statutes, Board facilities staff use this data as a key factor in the calculation of facility space needs for university educational plant surveys.

FTE Enrollment by Method of Instruction *(for all students at all campuses)*

	2012-13 ACTUAL	2013-14 ACTUAL	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 PLAN	2018-19 PLAN	2019-20 PLAN	2020-21 PLAN	2021-22 PLAN
UNDERGRADUATE										
Distance (80-100%)	5,732	5,918	6,830	7,381	7,758	7,991	8,231	8,478	8,732	8,994
Hybrid (50-79%)	587	452	406	189	81	81	82	83	84	85
Classroom (0-50%)	22,410	22,195	21,285	21,304	20,887	21,027	20,367	19,891	19,528	19,280
Subtotal	**28,730**	**28,565**	**28,521**	**28,874**	**28,726**	**29,099**	**28,680**	**28,452**	**28,344**	**28,359**
GRADUATE										
Distance (80-100%)	1,563	1,611	1,803	1,855	2,052	2,113	2,177	2,242	2,309	2,379
Hybrid (50-79%)	210	224	180	64	112	114	115	116	117	118
Classroom (0-50%)	5,674	5,884	6,004	6,164	5,965	6,130	6,136	6,148	6,166	6,180
Subtotal	**7,447**	**7,719**	**7,987**	**8,083**	**8,130**	**8,357**	**8,428**	**8,506**	**8,592**	**8,677**

Note: Full-time Equivalent (FTE) student is a measure of instructional activity (regardless of fundability) that is based on the number of credit hours that students enroll. FTE is based on the standard national definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. Distance Learning is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). Classroom/Traditional, is a course in which less than 50% of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time, space or both. This designation can include activities that do not occur in a classroom (ie, labs, internships, practica, clinicals, labs, etc) – see SUDS data element #2052.

ACADEMIC PROGRAM COORDINATION

New Programs For Consideration by University in AY 2018-19

The S.U.S. Council of Academic Vice Presidents (CAVP) Academic Program Coordination Work Group will review these programs as part of their on-going coordination efforts. The programs listed below are based on the 2017 Work Plan list for programs under consideration for 2018-20.

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT *in 5th year*	PROPOSED DATE OF SUBMISSION TO UBOT
BACHELOR'S PROGRAMS						
Computer and IS Security/Inform Assurance (USFT)	11.1003	STEM	None	80%	150	Fall 2018
Logistics, Materials & Supply Chain Management (USFT)	52.0203	STEM	FAMU, FPU, UNF, UWF	0%	150	Fall 2018
Financial Planning and Services (USFT)	52.0804	None	None	0%	80	Fall 2018
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
Logistics, Materials & Supply Chain Management (USFT)	52.0203	STEM	FAMU	65%	50	Fall 2018
DOCTORAL PROGRAMS						
Informatics (USFT)	11.0104	STEM	UF	15%	25	Fall 2018

New Programs For Consideration by University in 2019-20

These programs will be used in the 2017-18 Accountability Plan list for programs under consideration for 2019-20.

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT *in 5th year*	PROPOSED DATE OF SUBMISSION TO UBOT
BACHELOR'S PROGRAMS						
Design (USFT)	50.0499	NONE	None	20%	70	Spring 2020
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
Marriage and Family Therapy/Counseling (USFT)	51.1505	HEALTH	UCF, UF	0%	40	Spring 2020
Financial Planning and Services (USFT)	52.0804	None	None	0%	40	Spring 2020
Management Science (USFT)	52.1301	STEM	FSU	0%	100	Spring 2020
DOCTORAL PROGRAMS						
PhD Pharmacy (USF)	51.2099	HEALTH	FAMU, UF	0%	20	TBD
OTD Occupational Therapy/Therapist (USF)	51.2306	HEALTH	UF	0%	80	TBD

GLOSSARY

Performance Based Funding

1. Percent of Bachelor's Graduates Enrolled or Employed ($25,000+) One Year After Graduation	This metric is based on the percentage of a graduating class of bachelor's degree recipients who are enrolled or employed (earning at least $25,000) somewhere in the United States. Students who do not have valid social security numbers and are not found enrolled are excluded. This data now includes non-Florida data from 41 states and districts, including the District of Columbia and Puerto Rico. Sources: State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP) and Florida Department of Economic Opportunity (DEO) analysis of Wage Record Interchange System (WRIS2) and Federal Employment Data Exchange (FEDES), and National Student Clearinghouse (NSC).
2. Median Wages of Bachelor's Graduates Employed Full-time One Year After Graduation	This metric is based on annualized Unemployment Insurance (UI) wage data from the fourth fiscal quarter after graduation for bachelor's recipients. This data does not include individuals who are self-employed, employed by the military, those without a valid social security number, or making less than minimum wage. This data now includes non-Florida data from 41 states and districts, including the District of Columbia and Puerto Rico. Sources: State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP) and Florida Department of Economic Opportunity (DEO) analysis of Wage Record Interchange System (WRIS2) and Federal Employment Data Exchange (FEDES), and National Student Clearinghouse (NSC).
3. Cost to the Student Net Tuition & Fees for Resident Undergraduates per 120 Credit Hours	This metric is based on resident undergraduate student tuition and fees, books and supplies as calculated by the College Board (which serves as a proxy until a university work group makes an alternative recommendation), the average number of credit hours attempted by students who were admitted as FTIC and graduated with a bachelor's degree for programs that requires 120 credit hours, and financial aid (grants, scholarships and waivers) provided to resident undergraduate students (does not include unclassified students). Source: State University Database System (SUDS), the Legislature's annual General Appropriations Act, and university required fees.
4. Four Year FTIC Graduation Rate	This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and were enrolled full-time in their first semester and had graduated from the same institution by the summer term of their fourth year. FTIC includes 'early admits' students who were admitted as a degree-seeking student prior to high school graduation. Source: State University Database System (SUDS).
5. Academic Progress Rate *2nd Year Retention with 2.0 GPA or Above*	This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and were enrolled full-time in their first semester and were still enrolled in the same institution during the Fall term following their first year with had a grade point average (GPA) of at least 2.0 at the end of their first year (Fall, Spring, Summer). Source: State University Database System (SUDS).

6. University Access Rate *Percent of Undergraduates with a Pell-grant*	This metric is based the number of undergraduates, enrolled during the fall term, who received a Pell-grant during the fall term. Unclassified students, who are not eligible for Pell-grants, were excluded from this metric. Source: State University Database System (SUDS).
7. Bachelor's Degrees within Programs of Strategic Emphasis	This metric is based on the number of baccalaureate degrees awarded within the programs designated by the Board of Governors as 'Programs of Strategic Emphasis'. A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included). Source: State University Database System (SUDS).
8a. Graduate Degrees within Programs of Strategic Emphasis	This metric is based on the number of graduate degrees awarded within the programs designated by the Board of Governors as 'Programs of Strategic Emphasis'. A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included). Source: State University Database System (SUDS).
8b. Freshmen in Top 10% of High School Class Applies only to: NCF	Percent of all degree-seeking, first-time, first-year (freshman) students who had high school class rank within the top 10% of their graduating high school class. Source: New College of Florida as reported to the Common Data Set.

BOG Choice Metric

9. Percent of Bachelor's Degrees Without Excess Hours	This metric is based on the percentage of baccalaureate degrees awarded within 110% of the credit hours required for a degree based on the Board of Governors Academic Program Inventory. Note: It is important to note that the statutory provisions of the "Excess Hour Surcharge" (1009.286, FS) have been modified several times by the Florida Legislature, resulting in a phased-in approach that has created three different cohorts of students with different requirements. The performance funding metric data is based on the latest statutory requirements that mandates 110% of required hours as the threshold. In accordance with statute, this metric excludes the following types of student credits (ie, accelerated mechanisms, remedial coursework, non-native credit hours that are not used toward the degree, non-native credit hours from failed, incomplete, withdrawn, or repeated courses, credit hours from internship programs, credit hours up to 10 foreign language credit hours, and credit hours earned in military science courses that are part of the Reserve Officers' Training Corps (ROTC) program). Source: State University Database System (SUDS).

BOT Choice Metrics

10a. Percent of R&D Expenditures Funded from External Sources FAMU	This metric reports the amount of research expenditures that was funded from federal, private industry and other (non-state and non-institutional) sources. Source: National Science Foundation annual survey of Higher Education Research and Development (HERD).
10b. Bachelor's Degrees Awarded to Minorities FAU, FGCU, FIU	This metric is the number, or percentage, of baccalaureate degrees granted in an academic year to Non-Hispanic Black and Hispanic students. This metric does not include students classified as Non-Resident Alien or students with a missing race code. Source: State University Database System (SUDS).

10c. National Rank Higher than Predicted by the Financial Resources Ranking Based on U.S. and World News FSU	This metric is based on the difference between the Financial Resources rank and the overall University rank. U.S. News measures financial resources by using a two-year average spending per student on instruction, research, student services and related educational expenditures - spending on sports, dorms and hospitals doesn't count. Source: US News and World Report's annual National University rankings.
10d. Percent of Undergraduate Seniors Participating in a Research Course NCF	This metric is based on the percentage of undergraduate seniors who participate in a research course during their senior year. Source: New College of Florida.
10e. Number of Bachelor Degrees Awarded Annually UCF	This metric is the number of baccalaureate degrees granted in an academic year. Students who earned two distinct degrees in the same academic year were counted twice; students who completed multiple majors or tracks were only counted once. Source: State University Database System (SUDS).
10f. Number of Licenses/Options Executed Annually UF	This metric is the total number of licenses and options executed annually as reported to Association of Technology Managers (AUTM). The benchmarks are based on UF's national rank among public & private institutions. Source: University of Florida.
10g. Percent of Undergraduate FTE in Online Courses UNF	This metric is based on the percentage of undergraduate full-time equivalent (FTE) students enrolled in online courses. The FTE student is a measure of instructional activity that is based on the number of credit hours that students enroll by course level. Distance Learning is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). Source: State University Database System (SUDS).
Number of Postdoctoral Appointees USF	This metric is based on the number of post-doctoral appointees during the Fall term of the academic year. A postdoctoral researcher has recently earned a doctoral (or foreign equivalent) degree and has a temporary paid appointment to focus on specialized research/scholarship under the supervision of a senior scholar. Source: National Science Foundation/National Institutes of Health annual Survey of Graduate Students and Post-doctorates in Science and Engineering (GSS).
Percentage of Adult Undergraduates Enrolled UWF	This metric is based on the percentage of undergraduates (enrolled during the fall term) who are at least 25 years old at the time of enrollment. This includes undergraduates who are not degree-seeking, or unclassified. Source: State University Database System (SUDS).

Preeminent Research University Funding Metrics

Average GPA and SAT Score	An average weighted grade point average of 4.0 or higher and an average SAT score of 1200 or higher for fall semester incoming freshmen, as reported annually in the admissions data that universities submit to the Board of Governors. This data includes registered FTIC (student type='B','E') with an admission action of admitted or provisionally admitted ('A','P','X'). Source: State University Database System

Public University National Ranking	A top-50 ranking on at least two well-known and highly respected national public university rankings, reflecting national preeminence, using most recent rankings, includes: Princeton Review, Fiske Guide, QS World University Ranking, Times Higher Education World University Ranking, Academic Ranking of World University, US News and World Report National University, US News and World Report National Public University, US News and World Report Liberal Arts Colleges, Forbes, Kiplinger, Washington Monthly Liberal Arts Colleges, Washington Monthly National University, and Center for Measuring University Performance.
Freshman Retention Rate (Full-time, FTIC)	Freshman Retention Rate (Full-time, FTIC) as reported annually to the Integrated Postsecondary Education Data System (IPEDS).
6-year Graduation Rate (Full-time, FTIC)	Cohorts are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term). Percent Graduated is based on federal rate and does not include students who originally enroll as part-time students, or who transfer into the institution.
National Academy Memberships	National Academy Memberships held by faculty as reported by the Center for Measuring University Performance in the Top American Research Universities (TARU) annual report or the official membership directories maintained by each national academy.
Science & Engineering Research Expenditures ($M)	Science & Engineering Research Expenditures, including federal research expenditures as reported annually to the National Science Foundation (NSF).
Non-Medical Science & Engineering Research Expenditures ($M)	Total S&E research expenditures in non-medical sciences as reported to the National Science Foundation (NSF). This removes medical sciences funds from the total S&E amount.
National Ranking in S.T.E.M. Research Expenditures	The NSF identifies 8 broad disciplines within Science & Engineering (Computer Science, Engineering, Environmental Science, Life Science, Mathematical Sciences, Physical Sciences, Psychology, Social Sciences). The rankings by discipline are determined by BOG staff using the NSF WebCaspar database.
Patents Awarded (3 calendar years)	Total utility patents awarded by the United States Patent and Trademark Office (USPTO) for the most recent three calendar year period. Due to a year-lag in published reports, Board of Governors staff query the USPTO database with a query that only counts utility patents:"(AN/"University Name" AND ISD/yyyymmdd->yyyymmdd AND APT/1)".
Doctoral Degrees Awarded Annually	Doctoral research degrees awarded annually as reported annually by the Board of Governors. The Legislature excluded professional doctoral degrees from this metric. The 2016 Legislature amended this criteria to include professional doctoral degrees awarded in medical and health care disciplines.
Number of Post-Doctoral Appointees	The number of Postdoctoral Appointees awarded annually, as reported in the TARU annual report. This data is based on National Science Foundation/National Institutes of Health annual Survey of Graduate Students and Post-doctorates in Science and Engineering (GSS).
Endowment Size ($M)	This data comes from the National Association of College and University Business Officers (NACUBO) and Commonfund Institute's annual report of Market Value of Endowment Assets.

Key Performance Indicators

Teaching & Learning Metrics

Freshmen in Top 10% of HS Graduating Class	Percent of all degree-seeking, first-time, first-year (freshman) students who had high school class rank within the top 10% of their graduating high school class. Source: As reported by the university to the Common Data Set.
Professional/Licensure Exam First-time Pass Rates	The average pass rates as a percentage of all first-time examinees for Nursing, Law, Medicine (3 subtests), Veterinary, Pharmacy, Dental (2 subtests), Physical Therapy, and Occupational Therapy, when applicable. The average pass rate for the nation or state is also provided as a contextual benchmark. The Board's 2025 System Strategic Plan calls for all institutions to be above or tied the exam's respective benchmark. Note about Benchmarks: The State benchmark for the Florida Bar Exam excludes non-Florida institutions. The national benchmark for the USMLE exams are based on rates for MD degrees from US institutions.
Average Time to Degree for FTIC in 120hr programs	This metric is the number of years between the start date (using the student entry date) and the end date (using the last month in the term degree was granted) for a graduating class of first-time, single-major baccalaureates in 120 credit hour programs within a (Summer, Fall, Spring) year. Source: State University Database System (SUDS).
Six-Year Graduation Rates	The First-time-in-college (FTIC) cohort is defined as undergraduates entering in fall term (or summer continuing to fall) with fewer than 12 hours earned since high school graduation. The rate is the percentage of the initial cohort that has either graduated from the same institution by the summer term of their sixth academic year. Both full-time and part-time students are used in the calculation. FTIC includes 'early admits' students who were admitted as a degree-seeking student prior to high school graduation. Source: State University Database System (SUDS).
Bachelor's and Graduate Degrees Awarded	This is a count of first-major baccalaureate and graduate degrees awarded. First Majors include the most common scenario of one student earning one degree in one Classification of Instructional Programs (CIP) code. In those cases where a student earns a baccalaureate degree under two different degree CIPs, a distinction is made between "dual degrees" and "dual majors." Also included in first majors are "dual degrees" which are counted as separate degrees (e.g., counted twice). In these cases, both degree CIPs receive a "degree fraction" of 1.0. The calculation of degree fractions is made according to each institution's criteria. Source: State University Database System (SUDS).
Bachelor's Degrees Awarded To African-American and Hispanic Students	Race/Ethnicity data is self-reported by students. Non-Hispanic Black and Hispanic do not include students classified as Non-Resident Alien or students with a missing race code. Degree data is based on first-major counts only – second majors are not included. Percentage of Degrees is based on the number of baccalaureate degrees awarded to non-Hispanic Black and Hispanic students divided by the total degrees awarded - excluding those awarded to non-resident aliens and unreported. Source: State University Database System (SUDS).

Adult (Aged 25+) Undergraduates Enrolled Fall term	This metric is based on the age of the student at the time of their Fall term enrollment - not their age upon entry. As a proxy, age is based on birth year not birth date. Note: Unclassified students with a HS diploma (or GED) and above are included in this calculation. Source: State University Database System (SUDS).
Percent of Undergraduate FTE Enrolled in Online Courses	Full-time Equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. FTE is based on the US definition, which divides undergraduate credit hours by 30. Distance Learning is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). Source: State University Database System (SUDS).
Percent of Bachelor's And Graduate Degrees in STEM & Health	The percentage of baccalaureate degrees that are classified as STEM or Health disciplines by the Board of Governors in the Academic Program Inventory. These counts include second majors. Second Majors include all dual/second majors (e.g., degree CIP receive a degree fraction that is less than 1). The calculation of degree fractions is made according to each institution's criteria. The calculation for the number of second majors rounds each degree CIP's fraction of a degree up to 1 and then sums the total. Second Majors are typically used when providing degree information by discipline/CIP, to better conveys the number of graduates who have specific skill sets associated with each discipline. Source: State University Database System (SUDS).

Scholarship, Research & Innovation Metrics

National Academy Members	National Academy Memberships held by faculty as reported by the Center for Measuring University Performance in the Top American Research Universities (TARU) annual report or the official membership directories maintained by each national academy.
Faculty Awards	Awards include: American Council of Learned Societies (ACLS) Fellows, Beckman Young Investigators, Burroughs Wellcome Fund Career Awards, Cottrell Scholars, Fulbright American Scholars, Getty Scholars in Residence, Guggenheim Fellows, Howard Hughes Medical Institute Investigators, Lasker Medical Research Awards, MacArthur Foundation Fellows, Andrew W. Mellon Foundation Distinguished Achievement Awards, National Endowment for the Humanities (NEH) Fellows, National Humanities Center Fellows, National Institutes of Health (NIH) MERIT, National Medal of Science and National Medal of Technology, NSF CAREER awards (excluding those who are also PECASE winners), Newberry Library Long-term Fellows, Pew Scholars in Biomedicine, Presidential Early Career Awards for Scientists and Engineers (PECASE), Robert Wood Johnson Policy Fellows, Searle Scholars, Sloan Research Fellows, Woodrow Wilson Fellows.
Total Research Expenditures ($M)	Total expenditures for all research activities (including non-science and engineering activities) as reported in the National Science Foundation annual survey of Higher Education Research and Development (HERD).
Percent of R&D Expenditures funded from External Sources	This metric reports the amount of research expenditures that was funded from federal, private industry and other (non-state and non-institutional) sources. Source: National Science Foundation annual survey of Higher Education Research and Development (HERD).
Utility Patents Awarded	The number of utility patents awarded by the United States Patent and Trademark Office (USPTO) by Calendar year – does not include design, plant or other types.
Licenses/Options Executed	Licenses/options executed in the fiscal year for all technologies – as reported by universities on the Association of University Technology Managers Annual (AUTM) annual Licensing Survey.
Number of Start-up Companies	The number of start-up companies that were dependent upon the licensing of University technology for initiation.